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ABSTRACT

The Businessperson-in-Residence program at Trenton State College in New Jersey is described. It is a four-part program designed to build better long-term relationships between the college and business community. The overall program was planned by a joint business-college task force to meet mutual objectives. The businessperson, working out of a campus office one day a week, provides program continuity and ready access to students and faculty. The businessperson is the facilitator for three major projects. These include: (1) a course for nonbusiness undergraduates to help students understand how business operates; (2) a directory of business and industry resources for educators; and (3) mini-internships in a business or profession related to a student's career or academic interests. The businessperson-in-residence also acts as the liaison between the college and business as new problems of needs arise. Appended are a course outline, objectives, content, and plan for Understanding American Business; a Mercer County (New Jersey) Career Education Resources Directory, as well as the proposal for a businessperson-in-residence program at Trenton State College. (SF)

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Businessperson-in-Residence

A Guide for Planning and Operating a Corporate College Project

ED180277

Council on Corporate College Communications

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NATIONAL INSTITUTE OF EDUCATION

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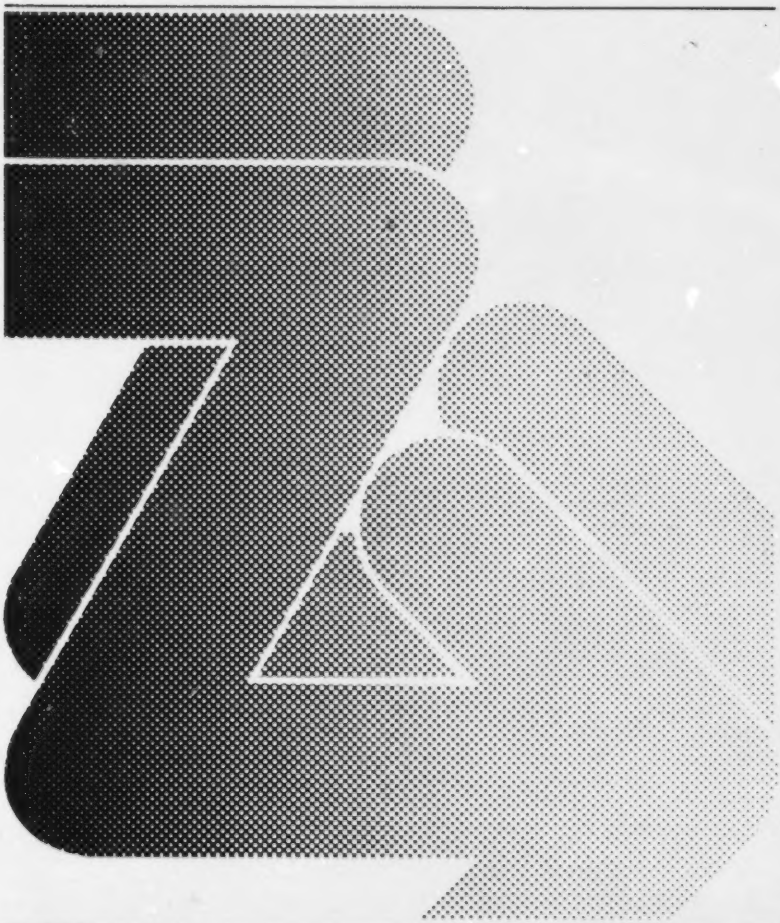
Thomas W. Kelly, Coordinator
Council on Corporate/
College Communications
Suite 700
One Dupont Circle
Washington, DC 20036

Businessperson-In-Residence

One of a Series of Guides for Planning and Operating a Corporate/College Project



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Introduction

At Trenton State College in New Jersey, the businessperson-in-residence has become the focal point for a unique approach to building better long term relationships between the college and the business community. This ambitious four-part program was started in the fall of 1976 and it continues to be dynamic.

Here is what sets it apart from other executive-in-residence programs:

- The overall program was planned by a joint business-college task force to meet mutual objectives.
- The businessperson, working out of a campus office one day a week for the full academic year, provides program continuity and ready access to students and faculty.
- The businessperson is the facilitator for three major projects that involve interaction between local businesses and the campus community.
- The businessperson is the liaison between the college and business as new problems or needs arise.

In short, the businessperson is the ingredient that holds the overall cooperative program together. The businessperson keeps it running smoothly and watches for ways to expand into new cooperative ventures.

"It is a demand-fed model," says Anthony W. Hantjis, Director of the college's Division of Business, "and we are letting it evolve. There is a danger that the demand can't be met, but we don't want to limit ourselves and we will have to take that risk."

How It Began

The Trenton State program dates from a meeting of President Clayton Brower with representatives of the New Jersey State Chamber of Commerce in 1974. Alarmed at national polls that showed widespread hostility to business on college campuses and other evidence of misunderstanding of the economic system at its own state institutions, the Chamber was looking for ways to tell its story. The Chamber reasoned that if colleges could periodically gather several hundred students to learn about the virtues of the free enterprise system, it could eventually reach the entire college community and set the record straight.

President Brower, who had long been interested in closer ties with business, countered with a suggestion to establish a college-business task force to identify mutual needs and explore ideas for cooperative programs. Furthermore, he offered Trenton State as the pilot location for projects that might later be adapted state-wide. The Chamber accepted the suggestion and a task force from the State Chamber, the local Mercer County Chamber, and the college was formed. For the next two years the task force met almost every two months to discuss and negotiate a cooperative program that all could support.

The meetings were not without pain. In the beginning, they were marked by the same frustrations and lack of understanding that had originally brought the two groups together. The academicians felt pressured by the business community's desire for quick action. The business people were dismayed with the lengthy faculty approval process for academic courses.

"It started slowly, but we gave it time," President Brower says. "Once the need was recognized, they all worked together. And they learned a lot from each other."

When the task force completed its initial work it presented a list of 10 joint projects that were aimed at improving understanding and that met the objectives of the college and the Chamber. By mutual consent the list was reduced to four projects that seemed workable.

They include:

- "Understanding American Business," a course for non-business undergraduates.
- A directory of business and industry resources for educators.
- Mini internships for all students.
- A businessperson-in-residence as the coordinator and communications link for all projects.

Understanding American Business (UAB)

UAB is a three-credit course offered mainly for non-business majors by the college's Division of Business. The course was designed by Dr. William M. Brant, Associate Professor of Business in consultation with business leadership on topics to be covered. Its central purpose is to help students understand how business operates in the "real" world. It combines business theory, classroom sessions with business leaders, and well-organized visits to plants and offices.

Dr. Brant set five course objectives. They are to enable the student to:

- Have a working knowledge of the functions of business in society.
- Discuss the free enterprise system and the role of profits in the allocation of resources.
- Evaluate the strengths and weakness of various viewpoints on major social and economic issues facing business.
- Identify operational problems common to most businesses.
- Identify the processes for decision-making in business.

There are three parts to the instructional package:

- A series of lectures by the professor covering basic information on the free enterprise system. Typical subjects are the functional parts of a business organization, alternate economic systems, what is profit, the social responsibility of business, the role of government in business.
- Class presentations by guest lecturers from area business and industry. Speakers, selected for their experience and knowledge of course topics, range from owners of small private firms to executives of multinational firms. Their talks are generally informal and based on personal experience. Open discussion follows the presentations.
- Field trips to observe specific business operations.

While no scientific measurements have yet been made, reactions to UAB are plentiful. "This is a positive experience for students," says Dr. Brant. "It opens up facts and ideas that don't get in textbooks and it whets their appetite for internships, independent study, and specific career interests. They have a better understanding of the value of business to society.

"On the other side of the ledger, business people are changing their attitudes about students. Many were highly apprehensive about their reception in the classroom. They were concerned that students would be out to get them. Instead they found serious, dedicated young people who are interested in the business world where they will soon be working."

And one student said," 'Understanding American Business' is business becoming understandable, finally."

See **Appendix 1** Course Description

See **Appendix 2** Course Objectives

See **Appendix 3** Suggested points for speakers

See **Appendix 4** Course schedule

Education Resource Directory (ERD)

For many years business firms and organizations in the Trenton area have offered educational programs and materials to aid career counseling and to supplement classroom instruction. Through the cooperation of a broad base of business and education organizations, and with leadership from Trenton State, these services have been assembled into an Education Resource Directory. The ERD is a compilation of the educational resources of 80 businesses and agencies available free to teachers, counselors, and administrators from K through post-secondary levels. The list includes films, film strips, slides, field trips, printed materials, work study programs, and speakers.

The massive task of gathering data for the directory became a special project of Trenton State business students.

The directory — not a published document — is maintained on card files in the office of the Trenton Metro National Alliance of Businessmen (NAB). A NAB staffer keeps the card file up to date and handles requests and arrangements for program materials or speakers.

A printed guide to the directory was distributed to area teachers who have easy access to the ERD by telephone. Processing the teachers' requests has been reduced to four simple steps.

1. The teacher calls the NAB with a request and a staff member records pertinent information on a "Request for Services Form." The file is searched for programs to match the request and closure is reached with the teacher on the desired program.
2. The NAB contacts the organization offering the program and makes scheduling arrangements.
3. The NAB sends a "Confirmation of Services" form to the teacher and to the businessperson describing all final arrangements.
4. The teacher and the businessperson receive an "Evaluation of Resources" form to be filled out and returned to the NAB following presentation of the program.

In summary, business and education are working together to get the maximum effectiveness from valuable existing services. The ERD project is mutually beneficial and increases interaction between educators and business people.

See **Appendix 5** Education Resource Directory brochure
See **Appendix 6** Request for Services form
See **Appendix 7** Confirmation of Services form
See **Appendix 8** Evaluation of Resources form

Mini Internships

The practice of students serving short term internships in a business or profession related to their career or academic interests has become widespread in American higher education. Internship programs have often started in schools of business where contacts with commerce and industry have long been established. Internship opportunities are seldom expanded beyond the business school, due in part to the time consuming job of finding suitable intern positions, negotiating student placement and other detail work.

That was the situation at Trenton State when the college's four-part business relations program was created. President Brower saw the opening of new lines of communication to the business community as an opportunity to expand the internship program and meet the institutional goal of providing at least one field experience for every student in the college. With a businessperson-in-residence as internship liaison, that goal is beginning to appear feasible.

Businessperson-in-Residence

The Trenton State College businessperson-in-residence is Richard W. Harclerode, an urban affairs specialist with New Jersey Bell Telephone. He was chairman of the business-college task force that designed the overall program and has directed a Mercer County Chamber of Commerce team which completed two studies of business functions of the Trenton and neighboring Hamilton township public school systems.

Harclerode spends every Thursday during the academic year in his office in the Business Division of the college. "Everything connected with the college's business relations program filters through his office," says Dr. Hantijis. "He is here to serve every department, every faculty member, every student."

Harclerode is also the college's principal link to the business community. He makes periodic reports to the Chamber of Commerce and his employer. His work on behalf of college projects requires regular communication with business people and he conveys their concerns and interests back to the campus. The administration says that Harclerode has helped to build a new awareness of the college in the larger community. The Mercer County Chamber of Commerce cited the cooperative projects with Trenton State as one of its nine major accomplishments and adopted the project as one of its major goals for 1978.

When the businessperson-in-residence project was proposed, the duties and responsibilities of the position were outlined as follows:

1. Serve as liaison for representatives of the business community and the college in the development of cooperative programs and projects.
2. Provide assistance in arranging for student visits to business locations.
3. Work with administrators at the college to help in the solution of administrative problems.
4. Conduct "rap" session with students and faculty to define in realistic ways the free enterprise system, modern business functions, and the role of profits in our economy.
5. Help in the reorganization of the cooperative education program to better meet the needs of business and industry.
6. Act as a resource person for faculty and students, assist in the classroom, and aid in research and independent study projects.

After a year's experience, the broadly stated list still holds up, but is now translated into these realities:

- Assist in the organization of the "Understanding American Business" course and arrange for classroom speakers from the business community.
- Arrange and assist at workshops for UAB speakers to brief them on course content and objectives.
- Arrange for UAB class visits to local businesses.
- Serve as facilitator for the mini internship program to expand participation in the program both internally and externally; fill student requests for internships and business requests for interns.
- Supervise the preparation and the ongoing operation of the Education Resources Directory.

There are, of course, numerous "spin offs" resulting from Harclerode's presence on campus: finding a speaker with overseas business experience for a class on U.S. foreign policy; getting students and a public relations professional together to produce a brochure on the UAB course; locating an income tax expert to meet with the student Accounting Club; consulting with faculty and students on business related questions; and similar miscellaneous services.

The cost of the businessperson-in-residence is shared between New Jersey Bell, which gives Harclerode release time, and Trenton State, which pays for administrative costs. The Business Division provides office space, secretarial help, and other support services at a cost of less than $1,000 per year.

The businessperson-in-residence has been well accepted on the Trenton State campus. The project was initially announced by the academic vice president and Harclerode subsequently visited with the deans as a group and met with each department head and chairperson. In the future, more time will be spent on missionary work, particularly with students. Harclerode and the college administration want to encourage more liberal arts students to sign up for the UAB course and to take advantage of internships. This will mean more visits with student organizations and more personal visits with faculty. As the program concludes its second year, Harclerode, the business community, and the administration are convinced it is on a firm footing and that prospects for growth are excellent.

See **Appendix 9** Proposal for a Businessperson-in-Residence

Appendix

1

Course Outline
Understanding American Business

I. Course Description

Prerequisite: Sophomore Standing

Development of awareness and understanding of American business enterprise through direct contact with selected firms. Emphasis on the role of business in society and on the internal problems and operations of firms.

II. Specific Objectives

Upon completion of this course, the student will be able to:

A. Describe the functions allocated to the business sector in our society.

B. Discuss the free enterprise system and the role of profits in the allocation of resources.

C. Describe the strengths and weaknesses of various viewpoints regarding some major social and economic issues facing typical firms.

D. Identify common operational problems faced by most businesses.

E. Identify the processes for making major and minor decisions.

III. Outline of the course

A. Free enterprise system
1. Assumptions underlying the system
2. Alternate economic systems
3. Role of profits
4. Form[illegible] business organization

B. Social responsibility of firms
1. Viewpoints and issues
2. Responsibilities to specific sectors of society

C. Functional areas of business operations
1. Marketing
2. Production
3. Finance
4. Employee relations
5. Government relations
6. Research and development
7. Data processing
8. Planning and forecasting

D. Communications
1. Internal network, barriers, and problems
2. External network and problems

E. Decision making
1. Processes for making major and minor decisions
2. Selected tools and techniques in decision making

IV. Teaching Methods

A. Class discussions

B. Lectures — by professor and visiting executives

C. Discussions with executives via conference calls

D. Field trips to selected firms

V. Basic Requirements for the course

A. Completion of team and/or individual oral reports

B. Preparation of written reports

C. Participation in discussions, interviews, and field trips

D. Passing of examinations

VI. Basis for Evaluation

A. Oral and written student reactions to the course

B. Evaluation by participating business executives

C. Self-evaluation by instructor

D. Results of pre and post attitudinal tests

Appendix

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Periodicals

Business and Society Review
Business Week
Fortune
Harvard Business Week
Management Review
Nations Business

2

Course Objectives
Understanding American Business

Develop an awareness of the functions of modern business.

Create an understanding of the private enterprise system.

Generate competence to develop informed value judgements of private enterprise.

Bring forth knowledge concerning the role and need for government regulation of private enterprise.

Counteract the impression that business opposes public policies.

Demonstrate business' commitment to national policy vs. provincialism.

Develop business' understanding of the problems facing college educators.

Convince business leaders of the need to understand the Higher Education system and its function.

Appendix

Take part in making the student a better informed citizen.

Provide a means for educators to utilize the expertise and resources of the private sector.

Assist college in meeting the college objectives.

Evaluate the joint projects.

Publicize and advocate the use of proven programs in other state colleges.

What do we want them to know?

1. **Free Enterprise** — The free enterprise system; the alternatives. How are new jobs created?
2. **Profit** — What is profit? Who gets profit?
3. **Marketing and Transportation** — How does the product get from the manufacturer to the consumer? What does the middleman do to earn his money? Effect of transportation systems on the economy and business operations.
4. **Government Regulation** — Relationship of business to regulating agencies. Impact of environmental policies.
5. **Securities Market** — Stock and bond markets and the effect on business financing.
6. **Capital Investment** — Return on capital investment. Higher salaries with lower productivity.
7. **Computer** — Effect of the computer on business operations.
8. **Foreign Trade** — Effect of imports and exports on quality and price of goods in U.S.
9. **Advertising** — Need for advertising.
10. **Organizing a Business** — Forms of business organization.
11. **Product Research and Development** — Return on investment in research.
12. **Consumers' Rights** — Consumers' rights in the marketplace.
13. **Financing** — Role of financial institutions in business development.
14. **Accounting** — Understanding the financial report and prospectus.
15. **Decision Making** — How are business decisions made — to market a product, to open or close a plant, to hire new workers, to make capital investment.
16. **Getting a Job** — How do you get a job? The selection process and procedures.

17. **Mass Production** — Role of mass production in attaining our standard of living. Alternatives to mass production processes.
18. **Labor Unions** — Development and role of labor unions.
19. **Communications**
20. **Research and Development**
21. **Social Responsibility**
22. **Planning and Forecasting**

3

Suggested Points to be Covered by Speakers in *Understanding American Business*

A. What does your business organization specifically do?
B. What are the business objectives and responsibilities of your business organization?
C. Organization structure (where appropriate).
D. What publics does your business service and interact with? How?
E. What are the basic problems encountered in your type of business and how does your organization cope with them?
F. Briefly discuss the decision making process in your organization.
G. Briefly discuss the financing, marketing, manufacturing (where appropriate), public relations, etc. of your product or service?
H. What changes would you make in your business or organization?
I. Career opportunities in your type of business, now and in the future — what does it take to be successful in your business, in terms of education and work experience?
J. What turns people on in your organization to be productive and motivated employees?
K. Why did speaker pursue a career with this organization and in this type of business?
L. Do you really think there is a generation gap in terms of values?
M. Speaker's opinion on any of the above mentioned topics.

4

Course Plan: Fall Semester
Understanding American Business

September 29

Speakers — Small Business Orientation

Mr. Berens, Revere Travel

Mr. Bevis, Sprint Print

Mr. Cook, Ultrasonic Power Corporation

October 13

Speakers — Large Service Organization

Mr. Perfater, N.J. Bell Telephone

Mr. Searl, N.J. Bell Telephone

October 27

Large Service Organization Field Experience

New Jersey Bell Telephone Company

November 3

Speakers — Large Manufacturing Organization

Mr. Allbach, General Motors

Mr. Chawner, General Motors

November 10

Large Manufacturing Organization Field Experience

General Motors

November 17

Financial Institution

New Jersey National Bank

December 1

Speakers — N.J. State Government and Federal Government

Mr. Petterson, Director of Economic Planning, State of N.J.

Mr. Carmichael, Assistant Director of Economic Planning, State of N.J.

Mr. Ballester, Small Business Administration

December 8

Speaker — The Newspaper Industry

Mr. Hoffman, Publisher, Trentonian

Course Plan: Spring Semester
Understanding American Business

January 27

Introduction

What are the goals of American business?

February 3

Overview of Business Organizations

Marketing function

February 10

Speakers — Small Business Orientation

Mr. Berens, Revere Travel

Mr. Cook, Ultrasonic Power Corporation

Mr. Bevis, Sprint Print

February 17

Production function

Finance Function

February 24

Speakers — Large Service Organization

Mr. Perfater, N.J. Bell Telephone

Mr. Sambrook, N.J. Bell Telephone

March 3

Field Trip — Large Service Organization

March 10

Union/Management Relations

Personnel Administration

March 17

Speakers — Large Manufacturing Organization

Mr. Bixby, DeLaval Turbine, Inc.

Mr. Vosburgh, DeLaval Turbine, Inc.

March 24

Legal Environment of Business

Appendix

March 31
Field Trip — Large Manufacturing Organization

April 4-8
Recess

April 14
Decision Making Process in a Business Organization

April 21
Speakers — Economic Development for N.J.
Mr. Petterson, Director of Economic Planning, State of N.J.
Dr. Dayan, Assistant Director of Economic Planning, State of N.J.

April 28
Speakers — American Newspaper Enterprise
Mr. Ed. Hoffman, Publisher, Trentonian and Mr. Emil Slaboda, Editor, Trentonian

May 5
Speakers — Small Business Administration, N.J. Dept. of Community Affairs
Mr. Lynch, District Director, U.S. Small Business Administration
Mr. Woody, Executive Director — Urban Loan Authority

May 12
Speaker — The Trenton Saving Fund Society
Miss Jean Turano, Vice President

May 19
Summary and Conclusion

5

Mercer County Career Education Resource Directory

A Joint Business Educator Project
Division of Business, Trenton State College
Trenton, N.J. 08625 (609) 771-2565

Business and industrial organizations throughout New Jersey have for many years been aware of the importance of quality education, and have worked with educators in various ways to broaden the scope of student learning.

Through combined efforts of Trenton State College and several business and educational groups in Mercer County, a Business Resource Center has been established at the Trenton Metro National Alliance of Businessmen (NAB). Purpose of the center is to make available to educators the resources of business and industrial organizations in the Mercer Area.

Programs include films, film strips, slides, lectures, demonstrations, field trips, printed materials, and in some cases, work study programs. And they all are available at no charge to you or your school.

To assist you in selecting programs in your area of interest, participating firms have been grouped in clusters which are further described in this brochure. Details are contained in a catalogue maintained at the NAB office.

A call to the NAB office at (609) 396-2323 is all that is necessary to obtain information in your area of interest and make arrangements for a program. The people at NAB will either make arrangements and send you written confirmation or put you in direct contact with the firm that will present the program so you can tailor arrangements to suit your individual needs.

Appendix

Types of occupations:

Health
Dental Hygienist
Hospital Administrator
Medical Record Librarian
Medical Technologist
Nuclear Medical Technician
Pharmacist
Physician
Practical Nurse
Rehabilitation Counselor
Social Worker
Veterinarian
X-Ray Technician

Environment
Air Pollution
Agricultural Resource
Ecologist
Fish
Radiological Technician
Recreation
Wild Life

Manufacturing
Aerospace Manufacturing
Atomic Energy Industry
Automobile Industry
Baking Industry
Cannery
Food Processing Industry
Plastic Industry
Pulp and Paper Industry
Rubber Industry

Transportation
Aeronautics
Air Traffic Controller
Bus Driver
Civil Technician
Dispatcher
Longshoreman
Railroad Engineer
Routeman
Shipping
Truck Driver

Communication and Media
Audiovisual Technician
Broadcasting
Media Projectionist
Motion Pictures
Newspapers
Publications
Record Making
Television

Construction
Carpenter
Electrician
Heavy Equipment Operator
Mason
Painting and Decorating
Plumbing and Pipe Fitting
Refrigerating Technician
Roofing
Welder

Marketing and Distribution
Advertising
Automotive
Building Materials
Distributive Education
Farm and Garden Supplies
Finance and Credit
Florist
Food Distribution
Home Furnishings
Hotel and Lodging
Industrial Marketing
Insurance

Petroleum
Real Estate
Retail Trade
Transportation
Wholesale Trade

Agriculture, Business and Natural Resources

Agriculture Technician
Citrus Industry
Farm Crop Technician
Forestry
Geologist
Lumber Industry
Nursery Technician
Petroleum Industry
Rubber Industry
Soil and Conservation
Wild Life Technician

Marine Science

Aquarist
Estuarine Research
Fish Culture Technician
Fishing Occupations
Marine Life Technician
Marine Pharmacognosy
Ocean Fish Technician
Sea Duty Technician
Seamanship
Ship and Boat Operation and Maintenance

Public Services

Armed Forces
Fire Fighter
Lawyer
Policeman
Social Worker
Teacher
Urban Planner

Personal Services

Cosmetologist
Marriage Counselor
Tailor
Seamstress
Travel Guide
Waiter/Waitress

Hospitality and Recreation

Arts and Crafts
Athletics
Dancing
Drama
Music
Outdoor Activities
Water Sports
Winter Sports

Consumer and Homemaking Related

Baker
Cook/Chef
Food Service Supervisor
Home Equipment
Interior Decorating
Meat Cutter
Quantity Food Occupations
Waiter/Waitress

Business and Office Careers

Accountant
Bank Teller
Bookkeeper
Computer Programmer
Insurance Underwriter
Typist
Secretary

Fine Arts and Humanities

Astronomer
Clothing and Jewelry Designer
Commercial Artist
Performing Arts
Printing

Appendix

Participating business organizations:

AAA trucking Corporation
Acme-Hamilton Manufacturing Corporation
Aero-Venture, Inc.
Allegheny Airlines
Alma Offset Company
Astro Publication, Inc.
American Cyanamid
Anchor Moving and Storage

Barbour Barbour Bros. Steel Company
Better Business Bureau of Central Jersey
L.C. Bowers and Sons
A.R. Braveman and Company

Cahill, McCarthy and Hicks
Circle F Industries
Cooper Pest Control, Inc.
Cooper's Cycle Ranch
Coronis Building Systems, Inc.

Delaware Valley United Way
DVL Printers and Mailers

Educational Testing Service
Edward Marshall Boehm, Inc.
Ewing Bank and Trust Company
Express Press, Inc.

First National Bank of Princeton
Fisher Body Division — General Motors
FMC Corporation
Fulmer and Bowers

Gallup and Robinson, Inc.
General Advertising Marketing Associates
General Electric Company
Webster H. Grimm
Groendyke and Company

Hamilton Hospital
Helene Fuld Medical Center
Heineman Electric Company
Township of Hamilton
Hamilton Tennis Center

Keuffel and Esser Company
Joseph P. Klatzkin and Company

Lawrenceville Nursing Home
Tony Lee Associates

Marshall Maintenance
Mercer Medical Center
Mercer Rubber Company
John Monteleone Associates
Thomas Tyler Moore Associates
Murphy Press
Mercer County Park Commission
Mercer County Tennis Center

Nassau Broadcasting Company
The National State Bank
Niemond's Dress Shop
New Jersey Bell
New Jersey National Bank
New Jersey Department of Environmental Protection
New Jersey Department of Fish and Game

Paramount Art Studio
L.W. Parker and Company
Princeton Polychrome
Princeton Savings and Loan
Public Service Electric and Gas Company
Princeton Medical Center

Rader Realty
RCA Astro Electronics
RCA Laboratories
Response Analysis Corporation

Revere Travel, Inc.
Charles E. Rue and Son
Tatler Rue Associates

St. Francis Medical Center
Shell Chemical Company
E. R. Squibb and Sons
Studio 1844

Travel Savers, Inc.
Trenton Pipe Nipple Company
The Trenton Saving Fund Society

Trenton Department of Planning and Development
Trenton Fire Department
Trenton Police Department

Ultrasonic Power Corporation
United States Coast Guard

West Windsor State Bank
Western Electric Company
Westinghouse Electric Corporation
Westinghouse — Lamp Division

6

Career Education Resource Directory
Request for Services

Date _____

School _____

Address _____

Name of person requesting service _____

Title _____ Size of group _____

Phone No. _____

Grade Level and Subject Matter _____

Description of services requested, as listed in Directory. _____

_____

Date of Services _____ Time _____

Place — specify room, auditorium, etc. _____

_____

If service you require is not listed in the directory, describe in specific terms:

_____

Approval

_____

Supervisor's Signature

Return to:

Mr. A. Merlin Smith
National Alliance of Businessmen
28 W. State Street, Rm 614
Trenton, N.J. 08608

and

Ms. Jane V. Moskwa
Mercer County Chamber of Commerce
44 N. Broad Street
Trenton, N.J. 08608

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Career Education Resource Directory
Confirmation of Services

Copy to:

Name _____ Title _____

Department or Room Number _____

School _____

Address _____

This letter is to confirm verbal arrangements made by the staff at the Career Education Resource Center for the above named parties. If there is any discrepancy between the arrangements described below, and your understanding of the arrangements, please contact us immediately. (393-4143)

Any further arrangements consistent with the information below should be handled directly between the parties involved.

Date of Service _____

Time _____

Place _____

Description _____

_____

_____

_____

_____

Jane V. Moskwa
Mercer County Chamber of Commerce
393-4143

Appendix

8

Career Education Resource Directory
Resources Evaluation

Date _____ Type of resources used _____

Name of instructor _____

School _____

Name of business and/or representative _____

Number of students _____ Subject Area _____

Grade Level _____

Critique of presentation, film or other materials utilized: _____

Problems encountered _____

Suggestions _____

Class Response _____

Other Comments _____

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9

Proposal for a Businessperson-in-Residence at Trenton State College

As part of the current effort to develop a meaningful business-education relationship at Trenton State College, it is recommended that a business representative be designated to serve as a businessperson-in-residence at Trenton State College.

This person would be in a position to relate directly with college administrators, faculty and students and to play a key role in the building of a long term relationship between the business community and the college.

The individual selected should be a person who occupies a leadership position with his company and possesses sufficient knowledge and background of the corporate world to achieve a greater understanding of business among members of the academic community. In addition, it is hoped that the business executive will, in turn, gain a deeper understanding and appreciation of the problems and concerns facing college people.

While it would be most desirable for the designee to be available to serve on a full time basis during the college semester, a part time commitment would be acceptable initially.

The following list of duties and responsibilities of the businessperson in residence is based upon input from both business and college members of a joint business education task force established earlier this year. It is not intended to be all-inclusive for the work of this individual will be best defined after experience on job has been gained.

Duties and Responsibilities

1. Serve as liaison for representatives of the business community and the college in the development of cooperative programs and projects.
2. Provide assistance in arranging for student visits to business locations.
3. Work with administrators at the college to help in the solution of administrative problems.

4. Conduct "rap" sessions with students and faculty to define in realistic ways the free enterprise system, modern business functions and the role of profits in our economy.
5. Help in the reorganization of the cooperative education program to better meet the needs of business and industry.
6. Act as a resource person for faculty and students, assist in the classroom and aid in research and independent study projects.

In summary, the businessperson-in-residence program will provide a unique opportunity to express the concerns of the business world, to understand the problems facing higher education and to initiate a long term ongoing business-education relationship. Your support of this proposal is recommended.